

ICP Levels I/II Teaching of Dressage Workshop – Day #1

Introduction to Dressage Work for Rider and Horse

(Subject to modification by Workshop Faculty)

| Time | Workshop Activities/Schedule (8am-5pm) | Presenter | Notes |
|-----------|--|---------------|---|
| Morning | 1. Introduction to ICP and to event riding instructional goals and methods. Introduction of ICP recommended Lesson Plan structure. | Faculty | |
| | 2. Discuss safety/equipment for riding/dressage; rules for safe group riding. | Faculty | |
| | 3. Discuss the dressage position/seat: independence, relaxation, suppleness, fitness/strength. Identify exercises for improvement of rider position. Application of the aids: weight aids, leg aids, rein aids, artificial aids. | Faculty | Need 1, 2, or 3 demo riders at N, Tg, and Prelim. |
| | 4. Model teaching of at least one 20-minute lesson. Teach riding-in, i.e. putting horse to the aids, while developing alliance with riders and evaluating their riding: <ul style="list-style-type: none"> • Rider asks horse to take rein forward/down with rhythm, looseness, correct contact. • Rider asks horse to go forward, riding transitions, riding the half-halt. • Riders asks horse to turn, circle, make half-circles and loops while bending/suppling/counter-bending. | Faculty | Use demo riders, N – Prelim. |
| | 5. Introduction of German Training Scale concepts and practice “seeing”: Rhythm, Looseness, Contact and Acceptance of Bit, Impulsion, Straightness, Collection. Also, concept of Throughness. | Faculty & CIs | Use demo riders, N – Prelim. |
| Afternoon | Practice teaching by candidates , including identifying of Training Scale concepts both present and absent. Teaching should include “seeing,” choosing and communicating appropriate exercise, explicitly describing the aids for each exercise, analyzing with rider the effect of the exercise as ridden. | CIs Practice | Need 1 demo rider for each CI for a 20 minute lesson. Can run 2 CI lessons concurrently if there are 2 faculty. |
| | Faculty feedback to each candidate, while other candidates watch and listen. All candidate instructors must be taught the following: <ul style="list-style-type: none"> • To check horse/rider/tack and all lesson activities for SAFETY; • To relate well to the student; • To choose appropriate exercises and explicitly state aids for them; • To evaluate quality of rider/horse work; • To make appropriate corrections in rider/horse; • To help rider identify the timing and feel of the work, especially when the rider and/or horse improve; • To summarize the main ideas at the end of the lesson; • To make a positive improvement; • And to develop strategies for going forward as a rider/horse pair. <p>Discuss day’s work and material covered.</p> | Faculty & CIs | Use demo riders, N – Prelim. |

At lunch time, Charles Owen rep. or faculty demonstrates helmets and their proper fitting. (Helmets sent by USEA.)

ICP Levels I/II Teaching of Dressage Workshop – Day #2
Impulsion, Straightness, Movement toward Collection
 (Subject to modification by Workshop Faculty)

| Time | Workshop Activities (8am-5pm) | Presenter | Notes |
|-----------|--|--|---|
| Morning | <p>1. Review position and aids, now with the goal of producing impulsion, straightness, and movement toward collection. Focus upon impulsion, straightness, and collection. Distinctions among the terms rhythm, tempo, and speed.</p> <p>2. Model teaching of a least one 20-minute lesson. Include the following key areas:</p> <ul style="list-style-type: none"> • Exercises to develop impulsion: transitions, lengthening/shortening, reinback. • Lateral and other movements: turn on forehand at walk, leg yield, shoulder-fore, shoulder-in, counter bending, counter shoulder-in, counter canter. • Explicit reference by faculty to purpose, timing, placement of aids. <p>3. Practice teaching by candidates of exercises to develop/improve impulsion and to work horse and rider in lateral movements.</p> <p>Explicit reference by candidates to aids required, as modeled above by faculty person.</p> | <p>Faculty</p> <p>Faculty</p> <p>CIs practice</p> | <p>Need 1, 2, or 3 demo riders, at N, Tg, and Prelim.</p> <p>Need 1 demo rider for each CI for a 20 minute lesson. Can run 2 CI lessons concurrently if there are 2 faculty. Use demo riders, N-Prelim.</p> |
| Afternoon | <p>1. Candidates continue to practice teach the above movements.</p> <p>2. Feedback from faculty. Candidates should be helped to recognize these:</p> <ul style="list-style-type: none"> • Correct work and incorrect work, with focus upon communicating goals/aids/exercises clearly and effectively to each student. • Identification of “magic moments” for the student. • Discussion of analysis of impulsion and straightness issues for both riders and horses • Identification of relevant exercises and literature to aid in effectiveness of teaching by candidates <p>3. Discuss demands of N, T, P dressage tests. Riding of N, T, and P tests, if time allows, with discussion of strengths and weaknesses of each ride and with identification/teaching of appropriate exercises to improve selected weaknesses.</p> <p>4. Discuss day’s work, including review of impulsion, straightness, lateral work, collection. Discuss typical rider/horse difficulties, and review exercises for making improvement.</p> | <p>CIs practice</p> <p>Faculty & CIs</p> <p>Faculty & CIs</p> <p>Faculty & CIs</p> | <p>Need 1 demo rider for each CI for a 20 minute lesson. Can run 2 CI lessons concurrently if there are 2 faculty.</p> <p>3 demo riders at N, T, P</p> |

ICP Levels I/II Teaching of Dressage Workshop – Day #3

Dressage/Flatwork for Jumping, Individual Candidate Review

(Subject to modification by Workshop Faculty)

| Time | Workshop Activities (8am-5pm) | Presenter | Notes |
|-----------|---|---|--|
| Morning | <ol style="list-style-type: none"> 1. Discuss relationship of flatwork to jumping: <ul style="list-style-type: none"> • Responsiveness of horse to rider aids, starting with loosening/suppleness • Sufficient impulsion, connection back-to-front, uphill balance • Ease of turning the horse and of lengthening/shortening • Particular attention to quality of canter needed for jumping • Jumping exercises, with emphasis upon transitions, impulsion, responsiveness, and adjustability 2. Model teaching of exercises, with and without jumps, to demonstrate the concepts from #1 above. 3. Practice teaching of exercises by candidates to effect appropriate change in riders/horses for jumping and while jumping. | <p>Faculty & CIs</p> <p>Faculty</p> <p>CIs practice</p> | <p></p> <p>Need 1, 2, or 3 demo riders At N, Tg, and Prelim.</p> <p>Need 1 demo rider for each CI for a 20 minute lesson. Can run 2 CI lessons concurrently if there are 2 faculty. Use demo riders, N – Prelim.</p> |
| Afternoon | <ol style="list-style-type: none"> 1. Continue practice teaching of exercises integrating improved flatwork with improved jumping. 2. Private sessions with faculty feedback for each candidate. Delineation by both faculty and candidate of candidate's event teaching strengths and weaknesses as demonstrated during Workshop. <p>Written recommendations from faculty and suggestions from candidate of plans for improvement as an event riding instructor, including reading, observation, and mentoring recommendations.</p> <p>Candidate Evaluation Forms are mailed by organizer to USEA.</p> | <p>CIs practice</p> <p>Faculty & individual CIs</p> | <p>Need 1 demo rider for each CI for a 20 minute lesson. Can run 2 CI lessons concurrently if there are 2 faculty.</p> <p>About 15 minutes per CI</p> |